



LOCAL INVESTMENT COMMISSION

Welfare-to-Work Orientation

LINC's Welfare-to-Work Orientation

Target Audience - Managers and supervisors in the community who are considering hiring welfare recipients and those who currently have them in their workplaces.

Why It Was Developed - As LINC worked with employers and community organizations involved with welfare-to-work initiatives, it was evident that many programs were available to train the welfare recipient, but there was no training available which specifically address the needs of the supervisors and managers.

At the same time, research was showing that one of the keys to retention of the welfare-to-work hires is a strong support system in the workplace. Critical to that support system are supervisors and managers who understand:

1. the basic demographics and issues of the welfare population;
2. the life skills and job training the new hires receive and how to fill remaining needs; and
3. the community resources available to the welfare recipient as they transition to the workplace.

How It was Developed - LINC convened an Employer Training Workgroup to discuss the identified needs and set a general direction. Work group members included:

Catherine Casey, Casey & Associates
Derrick Collins, CDC
Dorothy Fauntleroy, Swope Ridge Center
Randall Ferguson, Jr., Urban League
Jerry Glazier, Sprint
Leigh Klein, Women's Employment Network

Jim Koeneman, Kauffman Foundation
Wayne Little, Smart Cities
Clyde McQueen, Full Employment Council
Marge Randle, Mo. Division of Family Services
Steve Renne, Mo. Dept. of Social Services
Dick Wilson, LINC

A small working group, led by Jim Koeneman of Kauffman Foundation, was formed to develop the orientation session. Members of that group included:

Derrick Collins, CDC
Donna Koeching, LINC
Phyllis Peterson, Sprint
Patricia Wyatt, Community Home Health Care

James Seay, Westin Crown Center
Dick Wilson, LINC
Marge Randle, Mo. Division of Family Services

The group conducted a survey of local business to make sure we were developing training that would meet their needs. We incorporated their suggestions and sent the material out for final review to four local business that employ large numbers of welfare-to-work hires.

We wish to acknowledge the support and efforts of all the above in developing this material.

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(pdf version with abbreviated appendix)
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Introduction

WELFARE-TO-WORK

ORIENTATION FOR MANAGERS

Purpose	To provide managers information about Kansas City's Welfare-to-Work programs and ideas for supporting TANF (Temporary Assistance to Needy Families) recipients as they transition from welfare to work.
Importance	With low unemployment creating a tight labor market, TANF recipients represent a candidate pool of trained, motivated workers. This session provides tools and resources to help you retain welfare to work hires which will reduce your recruitment, training and unemployment costs.
Course Objectives	<ul style="list-style-type: none">• Become familiar with a general profile of Kansas City's welfare population and their issues• Understand the Employer's role in Kansas City's welfare-to-work programs• Understand skills, identify needs, and develop support systems• Know where to find help when it's needed

Section 1

MYTHS AND REALITIES

Objectives	After completing this section, you'll be able to: <ul style="list-style-type: none">• Identify common misconceptions about the welfare population• Understand the impacts of welfare reform on TANF recipients• Understand your role in Kansas City's Welfare-to-Work Programs
Importance	<ul style="list-style-type: none">• Awareness of the welfare population and their issues can help you develop and retain good employees.• Understanding your opportunities and responsibilities could help your business grow and increase your profits.
Quiz - Myths vs. Realities	Respond with "M" for Myth and "R" for Reality: <ol style="list-style-type: none">1. Most TANF recipients have a lot of kids to keep getting bigger checks. _____2. No more than 60% of welfare parents are single mothers. _____3. Nationwide, 4 million adults with dependent children are receiving cash assistance. _____4. The number of adults with dependent children receiving cash assistance equals 8% of the population. _____5. TANF recipients are approximately 20% white, 56% African American, and 24% Hispanic. _____6. Less than half of the TANF recipients have completed high school or their GED's. _____7. Almost 75% of TANF recipients have no more than two kids. _____8. Most TANF recipients have been on welfare all of their lives and have never worked. _____9. Of all families that go on welfare, about 42% receive benefits for less than two years. _____10. In September, 1996, in the 11-county Kansas City metro area there were about 18,000 adults on assistance. Of those, 14,600 will be required to find jobs within two years. The clock started ticking on July 1, 1997. _____

The correct answers are on page 1 in the appendix.

TANF Overview	<ul style="list-style-type: none"> Following are the major provisions of welfare reform as administered by the State of Missouri. The state is reviewing the law to determine what changes may be required in the future.
Time Limits	<ul style="list-style-type: none"> Work Requirements - Each family must agree to a plan that leads to employment within a two year time limit. The plan is tailored to meet the individual needs of the family. Lifetime Limit - There is a 5 year lifetime limit on receiving welfare. This means a family can only receive benefits for a total of 5 years.
Current Exempt Individuals	<p>NOTES:</p> <ol style="list-style-type: none"> These exemptions are subject to change. Teen parents, ages 16 through 19, who do not have a high school diploma/GED, are mandatory participants. <p>GENERAL EXEMPTION: A single parent or other custodial relative of a child under age 1 who is personally providing care for the child.</p> <p>POSSIBLE EXEMPTIONS: The following exemptions must be explored and approved via the case manager (advocate):</p> <ul style="list-style-type: none"> Custodial Caretaker of a child under the age of 12 months; Permanently Disabled as determined by receipt of Social Security Disability or SSI; Child under age 18, or 18, and in secondary school, vocational school or technical school and expected to complete the educational program; Sixty years of age or older;
Sanctions	<p>Sanctions are imposed on recipients who are mandated to participate in the Welfare to Work Program, but fail to cooperate with their case managers in developing a plan that leads to employment. When a sanction is applied, the needs of the recipient are reduced by 25% in calculating the TANF Grant.</p> <p>The sanctions remain in effect for the following periods:</p> <p>1st Sanction: Until compliance.</p> <p>2nd Sanction: 3 months or until compliance.</p>

Important
Information
for
Employers

What's In It for Me?

- Motivated employees
- Job training, health and child care benefits paid by TANF
- Wage supplement (\$533 per month) for hiring TANF recipients into new jobs
- Work Opportunity Tax Credits (40% of first \$6,000 in wages) for hiring eligible recipients into jobs
- Advocates available to deal with any post-employment issues for at least 90 days
- Reduced labor costs
- Low turnover
- Business-friendly, flexible program administered by your local business partners, not the government

How Does It Work? (Also see the flowchart on the next page)

- Employer calls Full Employment Council (FEC) to find qualified TANF participants who are ready and willing to work. Current contact at FEC is Carla Tillman at 471-2330.
- Employer completes one-page IRS Form 8850 by the day the job offer is made to receive certification that employee qualifies for tax credit (see additional information in Appendix).
- When participant is hired into a wage supplemented position, employer receives a letter with the name of a contact to help work through any questions regarding the participant or the processes.
- The Local Investment Commission (LINC) turns the money that used to be paid to that person in cash and food stamps into a supplement paid directly to the employer. The employer then uses these dollars to reduce hourly wages paid to the participants.
- Employer files Advanced Earned Income Tax Credits for employees hired using wage supplementation.
- Within 21 days of the employee's start date, employer completes and one-page ETA Form 9061 or Form 9062 to receive the Work Opportunity Tax Credit.

Section 2

EMPLOYER STRATEGIES

Objectives	<p>After completing this section, you'll be able to:</p> <ul style="list-style-type: none">• Become familiar with a general profile of Kansas City's welfare population and their issues• Understand the impact of the change from living on welfare to becoming self sufficient• Understand skills, identify needs, and develop support systems
Managing a Diverse Workforce	<p><i>Diversity is not just about race, religion, gender, and age. Diversity includes everything about us that makes us different - our names, the number of children or even pets we may have, our favorite food or color, etc.</i></p> <p><i>NO TWO PEOPLE ARE ALIKE!</i></p>
Exercise	<p><i>Everyone has biases. Before you can manage a diverse workforce, you need to identify yours, so you don't let them cloud your perceptions. On the next page is a Mental Imagery Worksheet. Complete the IMAGE column with the first pictures that come to mind when you read each word on the left.</i></p>

MENTAL IMAGERY WORKSHEET

INSTRUCTIONS: Read the word on the left and put down your first mental image in the column on the right. This may give you some information on your general perceptions of groups. You will not have to share this with us, unless you want to volunteer.

EXAMPLE:

WORD	IMAGE
Family	Mom, Dad, & 2 kids
Laborers	
Managers	
Customer	
Government Agency	
Foreigners	
Welfare Recipients	
Disabled People	
Your Future Employees	

Dealing with Diversity

KEY POINTS:

Understand and respect individuality.

Each person is different and deserves your respect.

Keep an open mind when working in a diverse workplace.

Don't let your preconceptions guide your decisions.

Use assertive communication techniques to communicate how you want to be treated.

Speak up and tell people how you prefer to be treated.

Ask questions and listen to discover how others want to be treated.

Don't assume you know what everyone wants.

Act as a "force for change" to address diversity.

Don't just file away what you learn today - share it, and change the situation.

Insist on appropriate behavior in the workplace.

It's your job.

FOLLOW-UP QUESTIONS

1. ***Why do you think Jennifer was asked to conduct the diversity workshop?***
2. ***How might Jennifer's boss have handled this differently?***
3. ***What key action is important when trying to understand and respect individuality?***
4. ***If we allow everyone to be different, don't we lower our standards?***
5. ***What is the best way to discover how others want to be treated?***
6. ***Who is responsible for being a force for change?***
7. ***What types of diversity were shown in the video?***

Respect

The key to managing a diverse workforce is RESPECT:

- Your RESPECT for each individual;
- Your efforts to help each employee develop SELF-RESPECT;
- A workplace where everyone is expected to treat each other with RESPECT and where nothing less is tolerated.

Group Exercise

You are a TANF recipient with a 4 year old daughter who has never been in day care and an 8 year old boy with a slight learning disability. The school requires that you work with him at least 30 minutes each day and that you attend a meeting every Wednesday to report on his progress and pick up the new homework.

You live in an apartment with just the two kids. You have a GED. Your last job was 4 years ago as a clerical in a manufacturing company. You did a little word processing, filing and phone work, but quit after 8 months to have a baby.

You are currently relying on public transportation, but expect to get your car repaired soon.

Your TANF caseworker put you through an assessment and the results showed you're ready to go to work. You're in your second week of the Job Success Program and you have an interview scheduled for tomorrow afternoon. The job is an office assistant in an accounting office near the Plaza.

With your group, answer these questions:

1. What issues do you need to resolve before the interview?
2. How can you convince the interviewer that you have the skills to do the job?
3. Will you tell the interviewer about the 4:30 p.m. meeting each Wednesday?

Let's assume you get the job and you start Monday? What needs to be done before then?

Cultural
Shift

As these stories show, moving into the workplace after being on welfare involves a huge change, with very different requirements and reward systems. The chart below illustrates some of the differences.

Welfare	Business
Focus is individual	Focus is team
Little emphasis on time - occasional requirement to attend meetings with case worker	Very time sensitive - poor attendance/tardies could mean your job
A poor attitude is not penalized	Attitude as well as aptitude determines overall success
Maturity is not a big issue - the system has safety nets	Maturity and personal responsibility are critical success factors
Different styles of communication, including slang and street talk, are acceptable	Proper business communication skills are required
Non-performance has a personal impact	Non-performance impacts customers
Dress does not measure success	Dress often helps determine success
Public transportation is usually available	Public transportation may not be available due to business location and work schedules
Child care is not required	Dependable child care is essential
Failure can be temporary	Failure could permanently impact future employment
The money you receive is based on who you are with few, if any, requirements attached	The money you earn is based on what you accomplish and whether you meet performance expectations

Dealing with Change

As the new employees try to cope with this major change in their lives, you may notice these attitudes and behaviors:

1. They may feel awkward and ill at ease.
2. They may feel alone even if others are in the same situation.
3. They may be at different levels of readiness for work - there may be unresolved issues at home; the decision to go to work may not have been voluntary; friends or family members may not be supportive.
4. They may be concerned that they don't have enough resources, e.g. time, money, energy. For example, as the welfare entitlements disappear, will they have enough money to provide for their families? Will they be able to deal with the time and energy demands from work **and** from their families?

Making a successful change from welfare-to-work requires:

1. Desire to change.
2. Necessary knowledge and skills.
3. The "right" job climate.
4. Encouragement and help.
5. Rewards for change.

Understanding how you as a supervisor can support their success is our next topic.

Skills Assessment Understanding the skills and training the employees are bringing into your workplace will help you identify how much and what kind of additional support they need. Each TANF participant goes through an assessment to determine what is needed before they enter the job market. At a minimum, they complete the Life Skills training outlined below:

Life Skills “Job Success Program”

This is a five-day program covering the following topics:

Monday:

- Personal/Employment Goals
- Self Esteem/Self confidence
- Motivation
- Handling Change Effectively
- Handling Rejection Effectively

Thursday:

- Employers Expectations (Conflict Resolution, Effective Communications, Team Player)
- Impressions Count (Dress & Grooming)
- Networking
- Time Management

Tuesday:

- Stress Management
- Letter Writing (Grammar, Punctuation, Proper English)
- Transferable Skills

Friday:

- Diversity Awareness
- Customer Service (Internal & External)

Wednesday:

- Resume Writing
- Interviewing Techniques
- Participant Taped Interview

The following week, they spend two hours per day for four days studying topics listed below. The rest of each day is spent in job search. If they do not have a job by the 10th day, they reassess their situations with the case manager.

Work Orientation

- Initiative
- Dependability
- Flexibility
- Values

Problem Solving

- Identifying “root causes”
- Analyzing information; resources; cause & effect
- Setting goals, identifying solutions, e.g. follow-through, follow-up

Communication

- Active Listening
- Expressing Ideas
- Understanding Others
- Styles

Team Building

- Definition/Types
- Roles/Responsibilities
- Conflict Management
- Diversity

What will they need to be successful?

They need a clear understanding of your expectations for acceptable conduct and behavior and your understanding and support as they work through their problems. But be careful that you don't take ownership of their problems. You may need to remind them to contact their case managers or advocates if they can't resolve the problems themselves.

Ways to meet those needs:

Initial training/orientation

Buddy/job coach system

Peer connection

Mentoring program

Referral to case manager or advocate

Supervisory coaching & counseling

Technical Skills

What did they learn from previous training?

If they went through a jobs training program, they were probably exposed to keyboarding, telephone skills, customer service, communication, and various clerical tasks.

What will they need to be successful?

Orientation to your company's equipment, systems, and processes.

Job specific skills, for example, customer service procedures in your company.

Ways to meet those needs:

Initial training/orientation

Buddy/job coach system

Peer connection

Referral to case manager or advocate for additional training

Supervisory coaching & counseling

Additional classroom training

Support Systems

Initial Training/Orientation

When your new employee reports for work, be sure someone is available to sit with the employee to complete all the required employment forms, discuss company policies, provide a tour of the facility, introduce all the other staff members, go to breaks and lunch, and provide continuing on-the-job training for the first few hours.

Job Coach/Buddy System

Under this system, the supervisor assigns a new employee to an experienced employee who has good technical skills and life skills. The job coach assists with initial on-the-job training and transitioning into the work group. The coach provides an informal, non-threatening resource for the employee's questions about specific job tasks, workplace rules, and customs. The job coach may serve as an advisor on appropriate behavior and dress, communication styles, office etiquette and unwritten rules.

Peer Connection

This program is very similar to the buddy system/job coach except it involves more employees. In this program, a group of volunteers from the work group welcome the new employee, providing essential equipment and supplies along with token welcoming gifts. They provide the tour of the facility and discuss the unwritten rules. Each of the members of the group is available for questions and advice on an ongoing basis.

Mentoring Programs

There are a variety of mentoring programs. Most of them involve a higher ranking employee who provides advice and feedback to a new employee based on their experience. An example of a mentoring program is included in the appendix.

**Coaching
and
Counseling**

As a supervisor, you are the person in the best position to help an employee succeed or to determine when it's in your company's best business interest to let an employee go.

The first step to correcting a problem is informal coaching and counseling, letting the person know on an ongoing basis when the behavior or performance is not meeting your expectations. (Remember that a good coach also provides positive feedback when things are going well.)

If the coaching doesn't work, you need to move to a more formal approach with a coaching and counseling meeting. The guide on the next 2 pages will help you analyze common work problems and plan and document a counseling meeting.

OF COURSE, IF THE PERFORMANCE OR CONDUCT IS ILLEGAL OR ENDANGERING EITHER THE EMPLOYEE OR SOMEONE ELSE, YOU WILL NEED TO ACT IMMEDIATELY TO PROTECT YOUR EMPLOYEES AND YOUR BUSINESS.

Complete the Coaching & Counseling form using this scenario:

Sally came to work for you two months ago. She seems to be catching on to the technical parts of the job, but she's having problems dealing with her coworkers. Several people depend on her for information they need to do their jobs. She tends to be rude and negative when anyone asks her a question. You have observed this behavior several times and have coached her on being a team player and using appropriate language and behavior in the workplace.

You just heard her say to another employee: "Get the hell out of here and leave me alone. I'm too busy to take on any more work and your stuff is just going to have to wait."

Begin analyzing the problem by filling out page 1 of the form.

**SUPERVISORY COACHING & COUNSELING
ANALYSIS AND PLANNING FORM**

EMPLOYEE: _____

DATE HIRED: _____

TODAY'S DATE: _____

Before meeting with the employee, clarify the issues by answering these questions:

- What is the rule or performance standard that is not being followed?

- Have you explained the rule or performance standard to the employee and given him/her a chance to improve? When?
(If the answer is "no", you need to do that now.)

- How is the employee missing the mark?

- Could the employee do the job or follow the rule if given more training?
If so, what kind and what would it cost in time and money?

- Do you apply the same rule or standard to others?

- Are they able to meet the requirements?

If you have a Human Resources Manager or Employee Assistance Program, you may want to check with them before meeting with the employee.

Then set up a time and a private location for the meeting.

When you meet with the employee:

Review the following:

- What is the expected standard of performance or conduct?
- How is the performance or conduct not meeting standard?
- How does that impact on customers, workgroup, individual?
- What can be done to solve the problem? (Get employee's input)
- What is the time frame for improvement?
- What are the consequences of not improving?

Finalize the terms of your agreement. Have the employee state them back to you to make sure he/she understands them. Express your confidence in his/her ability to improve.

After the meeting, complete the following for your file:

- I counseled _____ on _____, 19____;
- I advised him/her of this expected standard of performance or conduct:
- I explained that he/she is not meeting the standard in this way:
- We identified these actions to resolve the problem:
- The time frame for improvement is:
- I told him/her that I have confidence in his/her ability to solve the problem;
- I told him/her that if the improvement isn't made, the next corrective action step is written warning.

Your Signature _____ Date Signed _____

Back in the workplace:

- Continue to coach, pointing out good performance, as well as additional instances of "missing the mark".
- Schedule your next meeting according to your agreement with the employee. Even if the performance has improved, you need to bring it to closure and advise the employee that further occurrences will result in additional disciplinary action.

**Retention
Issues**

Are support systems and coaching and counseling worth the effort?

The average recruitment cost per hire for a nonexempt worker is \$900. That's in addition to orientation and training resources once they start the job. Retention makes good business sense.

Most experts agree that the first 30 days on the job are critical in transitioning from welfare to work. Support system and a supervisor who is a good coach and counselor seem to be key success factors.

Research is showing that the primary reasons for leaving their first jobs after being on welfare are:

- Conflicts with supervisors
- Child care problems
- Transportation
- Inability to meet the technical requirements of the job
- Family crisis
- Inability to adjust to day-to-day demands of working
- Health problems

How many of these problems can be alleviated through the support systems we've talked about?

YOU CAN MAKE A DIFFERENCE!

Section 3

WELFARE-TO-WORK RESOURCE GUIDE

**For
employee
issues, e.g.
attendance,
child care,
transportation, etc.**

DIVISION OF FAMILY SERVICES - DFS

Key contact/resource people for you to call:

Sharon Gladney	889-3195
Henry Lohring	889-2023

If they are not available, you may call their supervisor:
Mary Roe 889-2712

LOCAL INVESTMENT COMMISSION - LINC

**For wage
supplement
system or
process
related
issues:**

Brenda Mitchelson	889-5050
John Shively	889-5050

**To hire or
terminate:**

FULL EMPLOYMENT COUNCIL - FEC
(for all Wage Supplements)
Carla Tilman 471-2330

WOMEN'S EMPLOYMENT NETWORK - WEN
Leigh Klein 822-8083

EMPLOYMENT SECURITY - ES
Jan Winters 325-1000

FACTS

about the 21 C. welfare-to-work program

Origin	In 1994, LINC became the administrator of a “grant diversion program.” The program was the result of a two-year effort by LINC Commissioners to obtain federal waivers from the U.S. Departments of Agriculture and of Health and Human Services. These federal waivers allowed Temporary Assistance to Needy Families and food stamp benefits to be converted to cash. A portion of that cash could then be made available as incentives to employers to hire welfare recipients.	
Components	Contracts:	Wage Supplement Agreement Twelve month - \$484/month/participant stipend and 48 month - \$533/month/participant stipend
	Applications:	Wage Supplement Employer Application - Initial application - Submitted with contracts to participate in the 21 C. welfare-to-work program Application for Additional employees – After approved for participation, submitted to increase the number of wage-supplemented positions or the number of participants that can be hired Applications are processed through the Full Employment Council
	Worksheets:	Wage Supplement Invoice - Distributed by the state to employers, following the first participant wage diversion. Submitted monthly to LINC (for financial tracking purposes)
Requirements	Jobs:	All jobs must be newly created (through company expansion; new company) and full-time (40 hours per week with no split shifts). Entry-level wage must be comparable to that paid for similar entry-level positions in the company or the job market. Beginning wage cannot be less than \$6.00 per hour
	Financial:	Company must be financially solvent. Wages cannot be paid with cash. In order to meet program requirements, the company must have a means of paying the participant through a non-payroll check, if the person does not earn monthly, in net wages, the cash value of their Temporary Assistance benefits (benefit amount is set by the state)

Participation

Interested employers complete and submit an employer application and two original signed copies of the Wage Supplement Agreement. The company must be certified for participation by the Full Employment Council (FEC) and the Local Investment Commission (LINC)

The FEC does all marketing and job development for the program. Anyone interested in participating should contact the FEC. Job referral and placement is done through the FEC and other partner agencies

Employer Responsibilities

Following approval for participation in the 21 C. Welfare-to-Work program:

- Comply with the stipulations of the Wage Supplement Agreement
- Report all hires and terminations to the FEC Job Center
- Submit Wage Supplement Invoice and supporting financial documents monthly to LINC
- File a W-5 Earned Income Credit certificate, where applicable, for the 21 C. participant
- Contact the participant's Advocate (for case management), as problems arise and as an alternative to termination, when regular company problem-solving channels have been exhausted
- Ensure the participant a safe working environment and treatment comparable to that of other company employees

Resources

Case Management [FUTURES] – According to individual skill level and circumstance, advises participants on which program they are best suited to enter; Deals with personal issues (such as child care, transportation, domestic issues) regarding the participant and employment

Job Development; Job Matching [FEC] – Handles issues involving the company; participant employment; submission of program paperwork

Eligibility; Processing [IM (Income Maintenance)] – Inputs codes to divert benefits to or from the employer when a participant is either hired or separates from the company

Financial Tracking [LINC (Local Investment Commission)] – Tracks general paperwork flow between state and the company: stipends paid to employers; net wages paid to participants

Myths and Realities

about the 21 C. welfare-to-work program

- Myth: The state is responsible for placing employees at my business.
Reality: The state partners with local agencies to place eligible welfare recipients in jobs. The state only administers program funds and provides support services to the employer.
- Myth: If I hire a program participant on the 12- or 48-month contract, they must remain in the same position at the same salary for the duration of the contract.
Reality: The position is contracted for 12 or 48 months, not the person. When hired, the 21 C. participant is subject to company policies the same as any other employee. A 21 C. participant should receive salary increases and promotions according to company policy or based on job performance regardless of position. When vacant, the original 21 C. position becomes available for another program candidate.
- Myth: The state is paying a portion of the employees' salary.
Reality: The state stipend is for training and/or equipment. Some employers may use the money to offset wages, however the 21 C. employee is being paid from the company budget the same as any other employee.
- Myth: As soon as I hire a 21 C. participant, my business will begin to receive a check from the state.
Reality: The timetable for receiving a check is dependent upon when the participant was hired. The business will never receive a check in or for the month the person was hired.
- Myth: The state stipend is retroactive. Each check is for the prior month.
Reality: The stipend is always sent in the month for which it is intended.
- Myth: Money received from the state after a participant leaves the company is for company use.
Reality: Once the wage diversion begins, the company is only entitled to keep all or a portion of the stipend during months in which the participant actually has hours worked. Once the participant leaves, the company should report that information to the FEC Job Center. Any checks received must be returned to LINC to be returned to the state.
- Myth: It doesn't matter when or if I return the state's money. I'm not hurting anyone and anyway, there's more where that came from.
Reality: The money that funds the 21 C. program is actual benefits diverted from the former employee. In not promptly repaying the money not only is the company violating the contract signed to participate in the program, the former employee is not receiving monthly benefits.
- Myth: Whether or not my company policy is to give check advances, I can give advances to 21 C. participants. If the person does not repay the company, the state will cover the difference.

- Reality: The state is only responsible for covering the person's TANF benefits. Advances are not recommended. If faced with a hard-luck story from a participant, the company should contact the person's Advocate.
- Myth: If I hire a non-program participant into a position that was created for the welfare to-work program, I will never be able to fill the position with another 21 C. participant.
- Reality: Once a position is created for the 21 C. program and a job order has been generated through LINC, that position is always 21 C.
- Myth: Program participants I hire can be moved to other company divisions or subsidiaries as workflow dictates.
- Reality: Every company division or subsidiary that has an individual federal tax ID number is considered a new company. The 21 C. participant must be contracted to work at the new location.
- Myth: I can hire a welfare recipient then apply for participation in the 21 C. program. If I already have a signed contract for the 21 C. program, I can hire program participants at will for any positions.
- Reality: The company must have a signed contract on-file prior to hiring participants from the 21 C. Welfare-to-Work program. All positions program participants are hired for must be pre-approved as newly created and a job order issued by LINC must be on-file with the FEC Job Center for each position.
- Myth: Prior to interviewing a 21 C. participant, the employer has little control over what participants are sent to the company.
- Reality: Placement is two-fold. Thorough job descriptions and a detailed, complete application for employees is key to assisting the Job Matcher to make a best-fit determination of job placement. The participant can determine by reviewing the job order, which is based on information the employer supplies on the application, whether they want to be interviewed by the company. Keeping in mind that the positions being filled are entry-level, when submitting applications for employees, the employer can stipulate how much and what type of training they are willing to provide as well as the education and skill level required for the position.

Support Services

Contact	Partner	Phone
<hr/>	Full Employment Council (Job Development)	<hr/>
<hr/>	Full Employment Council (Job Center)	<hr/>
<hr/>	FUTURES (Case Management)	<hr/>
<hr/>	Local Investment Commission (Financial Tracking)	<hr/>

Section 4

APPENDIX

MYTHS & REALITIES QUIZ - ANSWERS

1. Most welfare recipients have a lot of kids to keep getting bigger checks. M
Reality: Like the general population, the average number of children in a welfare family is less than two.
2. No more than 60% of welfare parents are single mothers. M
Reality: 90% are single mothers, 54% have never married.
3. Nationwide, 4 million adults with dependent children are receiving cash assistance. R
4. The number of adults with dependent children receiving cash assistance equals 8% of the population. M
Reality: 4% of the population.
5. Welfare recipients are approximately 20% white, 56% African American, and 24% Hispanic. M
Reality: 37% white, 36% African American, 20% Hispanic
6. Less than half of the welfare recipients have completed high school or their GED's. M
Reality: 58% have completed high school or GED's
7. Almost 75% of welfare recipients have no more than two kids. R
8. Most welfare recipients have been on welfare all of their lives and have never worked. M
Reality: 70% of welfare recipients have recent work experience. The average amount of work experience is 4.2 years.
9. Of all families that go on welfare, about 42% receive benefits for less than two years. R
10. In September, 1996, in the 11-county Kansas City metro area there were about 18,300 adults on assistance. Of those, 14,600 will be required to find jobs within two years. The clock started ticking on July 1, 1997. R

Sources: Urban Institute: General Profile of the Welfare Population, March, 1997
Kansas City Star, September 17, 1996

Real Stories from Real People

Following are several stories of real people who are trying to transition from welfare to work. As you read them, try to identify issues that are causing problems. Also look for common themes for those who are succeeding.

Connie is a 36-year old mother of five children who started on welfare as a teenager. "I became solely dependent upon {welfare}," she says. "I felt I would never have an opportunity to go out and go to work, and now that 21st Century {wage supplementation} has made mandatory, it gave me the boost that I needed to get up and get out there."

Connie lasted three weeks at one \$6-per-hour job. Three months later she was back at work, earning \$6-per-hour at a floral shop. Connie may yet be a success story. Time will tell.

Hobbs, Gayle A. "Welfare to Work: The Kansas City Experiment and Experience"
Public Welfare. Fall, 1996. P. 9.

"When I get home in the evening, the children are just so excited," explains Lola, a 24-year-old mother of two on welfare. However, this mother is working and receiving her benefits in wages. "They know that I'm not just home all day. And it feels good to me because I know every morning I get up, I get my kids dressed. We're gone. They go to school. I go to work." Consider Lola a success story. She is still working.

Hobbs, Gayle A. "Welfare to Work: The Kansas City Experiment and Experience"
Public Welfare. Fall, 1996. P. 7.

Michelle, a 30-year-old mother of four, has been on welfare most of the past decade. Last summer, she landed a job in the marketing department of a Kansas City health insurer. After three months, she quarreled with her boss, quit and went back on welfare.

"The supervisor just kind of talked to me like a child, and I'm not her child," she says. "Maybe I should have thought about what I said and what went on. If I thought

it through a little more, I would have probably still been there."

USA Today. March 12, 1997.

Lennie, 45, a mother of three who has shuttled on and off welfare for 25 years, credits training for her being able to keep a job packaging brass fittings for Midland metals. "My self-esteem was kind of low, but I got it together," she says. "I'm not going back. I plan to retire here."

USA Today. March 12, 1997.

Torran lasted nine months with an agency running group homes for the retarded before differences with her employer lead to her firing. For seven months she stayed at home, now she is trying to become a nurse's aide. "It was me being lazy. It was me not wanting to get up and do something," Sayles says.

USA Today. March 12, 1997.

Tai Lin, a mother of two, got a wage-supplemented job in March, 1995 at an insurance agency. Six months into the job, she wrote: "Please do not congratulate me. {I} do not feel that I deserve any type of recognition for my accomplishments, for what I have done is nothing so spectacular or even good. All I have done is use welfare the way that it is intended to be used, temporarily."

Tai Lin Adams has since left her wage-supplemented job at the insurance agency, making \$6.50 an hour, to take a secretarial position at a local utility company, making \$9.50 an hour.

Hobbs, Gayle A. "Welfare to Work: The Kansas City Experiment and Experience"
Public Welfare. Fall, 1996. P. 9.

Section 5

EVALUATION

WELFARE-TO-WORK ORIENTATION FOR MANAGERS

We want to make sure we are meeting your needs, so we're asking for your feedback to help us improve this orientation. Please rate each of the sections below by circling the appropriate number.

	Poor				Excellent
	1	2	3	4	5
Section 1: Myths and Realities					
• Quiz					
• TANF Overview					
• Important Information for Employers					
What information should be added to section 1?	_____				

	1	2	3	4	5
Section 2: Employer Strategies					
• Managing a Diverse Workforce					
• Skills Assessment					
• Support Systems					
• Coaching & Counseling					
What information should be added to section 2?	_____				

	1	2	3	4	5
Section 3: Quick Reference for Help					
What information should be added to section 3?	_____				

	1	2	3	4	5
Section 4: Appendix					
What information should be added to section 4?	_____				

OVERALL - Check one

_____ I received valuable information. I will recommend this to my colleagues;
_____ I learned some things I can apply in my business;
_____ I learned very little today that will make a difference in my business.

What additional training would you be interested in receiving through LINC?
Please mark those you're interested with "N" (need it now) or "L" (offer it later).

___ Supervisory Training (General)	___ Diversity Training
___ Performance Improvement	___ Dealing with Conduct Problems
___ Drug & Alcohol Issues	___ How to Provide OJT
___ Employment Law	___ Other (Specify) _____

If you have ideas after you get back to the office, please call Brenda Mitchelson at 889-5050.

Your Name (optional) _____ *Date* _____